



# **Redesign Plan**

## **Beech Elementary**

### **Redford Union School District**

Mrs. Susan Shelton, Principal  
19990 Beech Daly Rd.  
Redford, MI 48240

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Priority School Assurances**

Introduction.....	8
Priority School Assurances.....	9

## **Operational Flexibility Assurance**

Introduction.....	11
Assurance of Operational Flexibility.....	12

## **Transformation Redesign Diagnostic**

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	18

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	27
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	34
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	38

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Beech Elementary has approximately 700 students in grades 2-5. We are located in Redford Township, which is a small suburban community just west of Detroit. Beech is a new school housed in an old junior high building along with the central office administration and food service. It was opened as Beech Elementary in the 2011-2012 school year when the two remaining elementary schools were closed and consolidated due to declining enrollment. We are a Title I schoolwide school with over 75% of our students receiving free and reduced lunches. This is a diverse, economically disadvantaged community. Our families are very transient, with about 30% of our students moving in and out each year. We have experienced declining parental involvement in recent years.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Our purpose is to provide a strong educational foundation so that our students can grow into life-long learners and productive adults.

### **Vision Statement:**

It is our vision that students, parents, and staff will strive for excellence in fostering a school community that values diversity, collaboration, and use of best practices while supporting personal responsibility, independent thinking, and problem solving.

### **Mission Statement:**

To prepare our students for their future as productive, responsible citizens in a global society we will provide the opportunity for all children to learn to their greatest potential. Life skills will be developed and enhanced through positive and cooperative efforts of students, parents and educators. We are committed to continuous assessment, providing a healthy and safe environment, and maintaining open communication to maximize the growth and development of each individual student.

### **Beliefs Statement:**

We believe that student learning is the highest priority and education is the shared responsibility of students, parents, staff and community. All students have the potential to learn and succeed. It is our responsibility as educators to provide a relevant, academic curriculum to meet the unique needs of each student in a safe and caring environment.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Beech had a group of students participate in the Battle of the Books competition last year and won second place. Looking at an area of improvement, this year we have significantly reduced the number of office discipline referrals. The staff is committed to analyzing achievement data and adjusting teaching accordingly in order to improve student outcomes.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Beech Elementary students participate in activities such as Science Fair, Spelling Bee, Multiplication Bee, Fourth and Fifth Grade Chorus, Special Art Class, Safety Patrol, Fifth Grade Camp, Crochet Club, Third Grade Wax Museum, When I Grow Up Speech Contest, Recorder classes, Literacy Night, Science Night, Math Games Night, and After-school math help.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

### Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	A copy of the Redford Union Teacher Evaluation Tool is attached	Beech Elementary Instructional Program Timeline Beech Teacher Evaluation 2014-2015

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	A copy of the Redford Union Administrator Evaluation tool is attached.	Redford Union Administration Evaluation Rubric Redford Union Evaluation Score Sheet

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Beech Elementary MOU 1.13.15

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	The Memorandum of Understanding between the Redford Union Education Association and the Redford Union Board of Education is attached and dated January 13, 2015.	Beech Elementary MOU 1.13.15

## Redesign Plan

Beech Elementary

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Beech Assurance Signatures



# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Susan Shelton, Principal, sheltos@redfordu.k12.mi.us  
Jennifer Smith, Special Education Teacher, smithj@redfordu.k12.mi.us  
Patricia Basler, Special Education/Title I Intervention Teacher, baslerp@redfordu.k12.mi.us  
Melanie Weipert, 4th/5th GradeTeacher, weiperm@redfordu.k12.mi.us  
Kim Owen, 4th Grade Teacher, owenk@redfordu.k12.mi.us  
Shawn Staff, 3rd GradeTeacher, staffs@redfordu.k12.mi.us  
Nicole Hicks, 2nd Grade Teacher, hicksn@redfordu.k12.mi.us  
Frances Yousif, 4th Grade Teacher, yousiff@redfordu.k12.mi.us  
Ronald Stoneman, Superintendent, stonemr@redfordu.k12.mi.us  
Terri Graham, Board of Education Member, graham@redfordu.k12.mi.us  
Stephanie Mease, Parent Teacher Association Co-President, Beech\_elementary@yahoo.com

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

The Beech Elementary Team has identified two big ideas for our redesign plan in order to change teaching and learning in ways that promote student growth in our school: 1) Improve the quality of classroom instruction, 2) Build a climate and culture which promotes student success

**State what data were used to identify these ideas**

After being designated a Priority School, Beech created a reform team that reviewed data to determine the big ideas needed to improve student outcomes. MEAP, NWEA and DRA data was reviewed and analyzed to examine student achievement. Attendance, mobility rates and perception data from parents, students and staff was used to look at school climate and culture. Behavior data was also reviewed. After a review of these multiple data sources, the three big ideas were formed. It was clear that although a wealth of data was collected at Beech, not much was done with that information. We need to use the data we have to make instructional decisions that positively impact student achievement. Achievement data indicated that we have a large percentage of students performing below grade level targets and that there is a significant gap between subgroups. Effective professional learning communities will allow teachers to collaborate and improve their instructional techniques to increase student learning. Perception data indicated issues with Beech's climate and culture. Parents need to feel that they are a vital part of their child's education and that they have a voice at Beech. Staff need to feel supported and that they have the skills and tools needed to meet the needs of Beech's diverse population.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

### Requirement 1a

Ms. Susan Shelton is currently in her 2nd year as principal of Beech Elementary School in the Redford Union School District. Ms. Shelton was assigned to serve as principal by Ronald Stoneman, Superintendent, at the beginning of the 2013-2014 school year. This placement occurred approximately two months prior to the fall MEAP testing cycle which resulted in the identification of Beech as a 2014 priority school.

Ms. Shelton's assignment at Beech took place one year after declining enrollments forced the closure of several district elementary buildings and the reassignment of existing students and staff to Beech. Following the identification of Beech as a priority school, district administration completed their own analysis of Ms. Shelton's turnaround competencies and concluded that Ms. Shelton possesses the ability to identify and focus on early wins and big payoffs, break organizational norms, act quickly in a fast cycle, collect and analyze data, and galvanize staff around big ideas. Many factors led to this conclusion including Ms. Shelton's previous experience and success leading a similar school in the district and her performance and decision-making as the Beech principal in the short time she has been in the position. The district is confident that Ms. Shelton possesses the qualities to successfully lead the school through a rapid turnaround process.

Prior to her assignment at Beech, Ms. Shelton served as the principal of Hilbert Middle School in the Redford Union School District. Under Ms. Shelton's leadership, Hilbert began making Adequate Yearly Progress for the first time in many years, and continued this throughout her tenure as principal. In addition to her work improving student achievement, Ms. Shelton led initiatives to improve the climate and culture of the school to ensure that the environment was conducive for teaching and learning to occur.

Shortly after Ms. Shelton's arrival at Beech in 2013, she began to act quickly in a fast cycle to develop and implement a plan to improve the climate and culture of the school by focusing on strategies to bring the two separate staffs together. Ms. Shelton met with staff members, parents and students consistently to receive input and to begin to identify and focus on early wins and big payoffs. From the feedback gained from stakeholder groups and her personal observations, Ms. Shelton began making changes immediately in order to break organizational norms. Some of these early immediate decisions resulted in a change in breakfast procedures as well as the entrance and dismissal processes to reduce wasted time and increase the amount of time available for instruction. Ms. Shelton identified a need and acted quickly to make personnel changes (teaching and support staff) in order to improve parent and community relationships and to support the new initiatives being implemented at Beech. Mrs. Shelton was instrumental in creating the Dean of Students position to assist with building discipline issues in order to allow her to focus on instruction. Mrs. Shelton recognized a need for providing teachers with collaboration time. A schedule was created for the 2014-2015 school year to allow teachers time to meet collaboratively. In addition, common grade level schedules which incorporated 90 minute math and reading blocks were implemented.

Following the priority school identification at the beginning of her 2nd year, Ms. Shelton immediately begin to assemble a team of teachers from each grade level to serve on the reform and redesign team. The team met frequently over the next several months to collect and  
SY 2014-2015

analyze perception, achievement, demographic and process data. The process, which was led by Ms. Shelton, resulted in substantial data digs which informed the team's development of the big ideas for the reform and redesign plan. Ms. Shelton provided leadership for candid, honest and sometimes painful discussions around the data regarding deficiencies in current practices. The conversation helped formulate clear and concise big ideas which when implemented, will support improved teaching and learning and lead to increased student achievement.

Following the development of the big ideas, and during the design process, Ms. Shelton communicated with the entire staff on a regular basis to begin to galvanize the staff around the big ideas. Regular updates were provided during staff meetings and school improvement team meetings in order to communicate the plan as it was being developed and to provide all staff with an opportunity to give feedback. Handouts, including charts and brochures were created and distributed in order to facilitate understanding and outline expectations for all staff going forward. This process helps ensure that the plan, when approved, can be easily adapted, understood, and implemented by all stakeholders in the school. During the process, Ms. Shelton began to act quickly in a fast cycle by making decisions regarding key elements of the plan, even before it was approved. This ensures that the turnaround process begins as quickly as possible.

Research done by staffers at Education Resource Strategies (ERS) have concluded that successful turnaround leaders possess the following characteristics: a desire to achieve outstanding results, the ability to motivate others and influence their behaviors, make clear logical plans, ensuring a strong connection between learning goals and classroom activities and possessing the ability to stay visibly focused and self-assured despite the barrage of personal attacks often common during turnaround. The district is confident that Mrs. Shelton possesses the overall leadership qualities desired in a turnaround leader including communication of a vision, organizational commitment, and team-oriented leadership. She understands the importance of putting students first and focuses all efforts through the lens of student achievement. Mrs. Shelton is a graduate of Madonna University where she attained a Bachelor of Education Degree. Ms. Shelton also holds two Master's Degrees, the first in School Guidance and Counseling from Eastern Michigan University and the second in Educational Leadership from Madonna University.

#### Requirement 1b

Leadership in the district occurs at multiple levels. It is distributed among the Superintendent, Central Office Administrators, Principals, and teachers. The superintendent is ultimately responsible for ensuring that opportunities exist for administrators and teachers to build or enhance leadership capacity and skills. The district will build and increase leadership capacity for aspiring leaders by providing opportunities for effective teachers to accept the roles as curriculum chairpersons (per content area) at the elementary level, department chairpersons at the secondary level, and grade level team leaders. In addition, various opportunities are provided for teachers to participate in district-level committees. A teacher will also be encouraged by the Principal and Central Office Administrators to accept the role as "Teacher in Charge" during the absence of the building principal.

Teacher leaders are active members of extra-curricular committees including the School Improvement and Reform/Redesign Teams. The Superintendent, as the Curriculum Director, and the building principal will provide on-going support to the teacher leaders through the structure of monthly professional dialogues. Topics for the dialogues will be generated from multiple sources of data including MEAP, MME and NWEA. Data results from these sources will help guide the dialogue and maintain the focus on improving the quality of Tier 1 instruction and continually reevaluating district curriculum

The district is committed to providing on-going regular support for Mrs. Shelton's continued development as an instructional leader in a priority school through participation in workshops and leadership institutes (i.e. Santoyo's Leverage Leadership) provided by Wayne RESA, MDE, and other state and national organizations. The district administrative team also meets regularly with the superintendent and central office staff to ensure they have the resources, training, and support needed to focus on improving the quality of instruction in their respective schools.

Mrs. Shelton understands the value of building teacher leaders in her school. She selected a teacher from each grade level to be the team lead for the Professional Learning Communities. These teachers are currently working with their grade level teams guiding them through the process of collaborating and reviewing student data. To build capacity and skills among members of the teaching staff, Ms. Shelton recognizes potential and provides opportunities for staff to take on leadership roles in the school.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

**Requirement 2a**

A team of Redford Union staff members, including teachers, administrators, central office staff, and the Redford Union Teachers Association officers, jointly developed the Redford Union Teacher Evaluation System. The team met several times to review various evaluation plans and rubrics used by other districts, and worked collaboratively to establish a system based on Principles for Effective Teaching. The system is based on the work of Charlotte Danielson and incorporates elements of her standards and rubrics.

During the past school year, the Redford Union School District (representatives include teachers, administrators, central office staff, and the Redford Union Education Association- RUEA) met several times to revise the district Evaluation Process to ensure compliance with state legislation.

Evaluations are completed and submitted to HR annually in May to meet the state required June report regarding specific rankings for teachers. In compliance with state legislation, 40% of the teacher evaluation will be based on student growth and assessment data in the 2014-2015 school year and 50% in the 2015-2016 school year. Upon adoption of the recommendations of the Michigan Council for Educator Effectiveness, the district commits to revising the teacher evaluation tool as mandated by legislation.

**Requirement 2b**

At the beginning of the 2011-2012 school year, the Redford Union Public Schools implemented a new tool for building level administrator evaluation. A work study group met to evaluate and review Marzano's School Leader Evaluation Model. The evaluation tool rates performance in 24 elements in five domains: a data driven focus on student achievement, continuous improvement of instruction, guaranteed and viable curriculum, cooperation and collaboration, and school climate.

In compliance with state legislation, 40% of the administrator evaluation will be based on student growth and assessment data in the 2014-2015 school year and 50% in the 2015-2016 school year. The data to be used for the administrative year-end evaluation are the aggregate student growth and assessment data used in teacher evaluations in each school which the administrator works.

Both the teacher and administrator evaluation tool currently align with legislation requiring teachers and administrators to be rated using a scale of Highly Effective, Effective, Minimally Effective and Ineffective. Both teachers and administrators are evaluated each year in accordance with House Bill 4627. The superintendent is responsible for district level compliance in this section and for conducting

administrative evaluations. Upon adoption of the recommendations of the Michigan Council for Educator Effectiveness the district commits to revising the teacher evaluation tool as mandated by legislation.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

#### Requirement 3a

Opportunities for teachers to be rewarded for positively contributing to student achievement and implementing the instructional program have been developed. A vital part of the instructional program involves the implementation of Professional Learning Communities. As such, teams that display exemplary skills within their PLCs (ie using the Dufour Four Essential Questions) will be rewarded with small treats for their next meeting. Teams will be evaluated quarterly by the building administrator using a rubric.

Student growth will be measured by NWEA scores twice a year (January and May). Teachers with the highest percentage of students meeting/exceeding their projected growth scores will be rewarded. One teacher from each grade level and one special education teacher will receive rewards based on scores in reading and math. Teachers were surveyed on what rewards they would prefer and the top choices included, having an extended lunch hour with a colleague, having a preferential parking spot, and having an early release from school.

Student attendance is an issue. According to MI School Data nearly 30% of the Beech student population is chronically absent. Since chronic student absenteeism can negatively impact student achievement, it was felt that this issue should be addressed. One teacher per grade level will be rewarded monthly based on classroom attendance percentage. The reward will consist of a 20 minute "coffee break" where the building principal will cover the class for the teacher. This encourages teachers to strengthen the home-school relationship which leads to better attendance.

#### Requirement 3b

Monitoring student proficiency is the essential component of successful implementation of our reform/redesign efforts. Student growth at Beech Elementary will be measured by monitoring student progress toward their growth projections using the Northwest Evaluation Assessment (NWEA). NWEA is given three times each year and growth monitoring by individual teacher will be completed at the end of the winter and spring testing cycles. In addition, growth data by individual teacher from state assessments will be monitored yearly pending adoption of new state assessments.

To ensure rapid turnaround, support will be provided for teachers struggling to increase student proficiency and/or implementation of the instructional program as outlined in requirement 6 of the reform plan. Supports include modeling and coaching provided by building content and data coaches, Wayne RESA content coaches, and building administrator. These individuals will model best practices and create opportunities for additional professional development for identified teachers (i.e. peer observations, classroom visits, attendance at workshops or conferences, online professional development support). Teachers will also participate in regular and timely feedback sessions



that address demonstrated improvement.

In the event that a teacher is rated as minimally effective or ineffective, the principal and teacher will develop an improvement plan to correct the deficiencies. The plan will recommend professional development opportunities designed to improve the teacher's rating on his or her next evaluation.

Section 1249(2)(h) clearly defines procedures for removal of a teacher: "If a teacher is rated as ineffective for 3 consecutive annual year-end evaluations, the school district shall dismiss the teacher from his or her employment." To remove ineffective teachers, the staff evaluation process will be followed pursuant to 380.1249 under the new Teacher Tenure Act, School Code and PERA. The year-end performance evaluation for school administrators also assigns an effectiveness rating of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool.

The building principal will be held accountable for increasing student achievement at Beech Elementary. As with teachers, overall growth will be measured by student performance in meeting growth targets on the NWEA assessment and state assessments when adopted. This growth will be measured annually at the end of each school year. The superintendent is responsible for providing support (training and/or professional development) to improve and and/or strengthen the principal's professional practice. The superintendent provides key support in ensuring that the instructional plan is implemented successfully.

In the event that a school administrator is rated as minimally effective or ineffective, the superintendent and administrator will develop and implement an improvement plan to correct the deficiencies. The plan will recommend professional development opportunities and other measures designed to improve the administrator's rating on his or her next annual year-end evaluation. If an administrator is rated as ineffective on three consecutive annual year-end evaluations, the school district will dismiss the administrator from his or her employment.

The district superintendent is responsible for monitoring school achievement and holding the principal accountable for rapid turnaround. The school principal is responsible for monitoring student growth and achievement and holding teachers accountable for rapid turnaround.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

#### Requirement 4a

Prior to the 2014-2015 school year, the opportunities for professional development and collegial collaboration were limited. Teaching staff were given 5 days for professional development for a total of 30 hours per year. The professional development often did not meet the needs of teachers. There was no continuity in the topics that were presented. New ideas would be presented but then not revisited or followed up on. Staff would meet once per month for a 1 hour building meeting. These were usually focused on building procedures and school business. There was no grade level collaboration time built into the schedule. There were efforts made in the past to provide collegial planning time to teachers, but scheduling coverage for time to meet was inconsistent. Usually all members of a grade level would not be

present. Meetings were often not productive because they lacked a consistent structure and focus.

Beginning with the 2014-2015 school year, a comprehensive high-quality and intentional professional development program will be developed which is reflective of the Beech Elementary big ideas, which include; 1) Improving instruction and pedagogy in order to increase student achievement and 2) Improving Climate and Culture to Promote Student Success.

The process of increasing collegial planning time has already begun. Currently, a schedule has been created which provides an opportunity for most teachers to collaborate one time per week. This schedule will be increased so that by Spring, 2015, all grade will be meeting for 45 minutes once a week. As the plan enters our first year of implementation during the 2015-2016 school year, 90 minutes per week will be built into the schedule to ensure that all teachers at each grade level meet collaboratively. Building procedural information will be largely disseminated through staff memos and emails which will allow monthly staff meetings to focus on PLC work. District administration is currently exploring ways to continue to add additional professional development time to the calendar. Once the plan has been approved, it will be included in requirement 8 of the plan.

Finally, in conjunction with our big ideas, the staff at Beech will receive training and support in the development of effective and sustained professional learning communities. To begin this process, a team consisting of the building administrator and a teacher from most grade levels in the school attended a two-day overview of the PLC process presented by Richard and Rebecca DuFour in August of 2014. The team will continue to attend monthly coaching academy sessions during the remainder of the 2014-2015 school year. The purpose of the academy is to assist school teams in developing effective protocols and systems for PLC implementation. The PLC team will work with the leadership team to develop written and verbal protocols to guide the work of teacher teams and to ensure that the PLC process is implemented successfully at all grade levels.

During PLC time, teacher teams will meet in their respective grade levels to align curriculum, discuss and revise pacing guides and/or develop common assessments, analyze assessment data and student work, and collaborate around ongoing professional learning. To guide this work, a protocol, presented in the research by DuFour and DuFour will be implemented by all grade level teams: 1. What is it we expect our students to learn?, 2. How will we know when they have learned it?, 3. How will we respond when some students do not learn?, 4. How will we respond when some students already know it? In coordination with the DuFour work, teacher teams will utilize the Instructional Learning Cycle process to analyze data, develop quality and rigorous pre/post assessments, select instructional targets and develop sound instructional practices which lead to student mastery of the focused skills. The impact of professional learning on instructional practice will be monitored by student achievement data, including state assessment data, DRA scores, NWEA scores, common assessments, etc. The process will supervised by the school leadership with support during the PLC time provided by the building ELA and Math instructional coaches and the content area coaches provided by Wayne RESA during our first year of implementation. To monitor implementation and ensure fidelity of the overall PLC process a Guiding Council will be formed consisting of the superintendent, two elementary principals, and one teacher representative from each grade level to monitor the implementation and impact of the PLCs.

Following extensive discussion and review of multiple data sources, the reform team has prioritized and developed a focus for ongoing job-embedded professional development during the implementation phase of the plan. The focus includes: Training in the implementation of the Making Meaning and Being a Writer programs. To prepare for implementation, teachers received an initial day of training prior to the start of the school year in August, 2014. Additional professional development will continue in November, 2014 when the trainer will return to model lessons within classrooms for groups of teachers and then meet in teams to debrief and discuss the lesson. Professional development around the implementation of the two programs will continue for 2 additional years to ensure quality and consistency of implementation in all classrooms throughout the school. After the initial training is completed by the trainer, the building ELA coach will provide on-going support for teachers beginning the 2015-2016 school year. A job imbedded coaching model will be utilized with appropriate monitoring and support to ensure that lessons are delivered in a uniform manner and that the program is implemented as intended. Instructional impact will be

monitored through the analysis of achievement data during PLC time.

The staff will continue to study Eric Jenson's work on Teaching with Poverty in Mind as a way of understanding the learning styles and needs of our increasingly at-risk population. Initial training began in August, 2014 and will continue during the 2015-2016 and 2016-2017 school years. Implementation will be monitored by the building principal during classroom walk-throughs. Impact will be monitored by achievement data disaggregated by sub-groups.

The staff will participate in building level professional development on using guided reading as a component of a balanced literacy program. Through collaborative work and the development of a set of shared expectations about what a successful guided reading program should look like, staff will develop a consistent approach to teach guided reading which will then be used throughout the school. Training to establish consistency will begin in the spring of 2015 and will continue with the arrival of the leveled book rooms during the 2015-2016 school year. Training will be ongoing during the 2015-2016 school year with additional support and modeling provided by teachers in the school who have shown success in implementing the program. Implementation will be monitored by the building ELA coach and content coaches from Wayne RESA who will provide additional support when needed. Achievement will be monitored through data review and consistently increasing student DRA scores.

In addition to work with guided reading, the team felt that additional training and support around administration of the Developmental Reading Assessment is needed to develop consistency in scoring and grouping of students. This training will occur in house with teachers facilitating the discussion around the work. Teachers will meet in groups as a student is assessed. Each teacher will score the assessment individually. The team of teachers will then meet to discuss their findings and develop a consensus as to the level the student has achieved. This training will begin during the 2014-2015 school year and continue throughout the life of the plan with the ELA coach performing random consistency checks to ensure fidelity.

As the reform team conducted our comprehensive look at data, the team reached consensus on the need to focus on the quality of Tier 1 instruction in all classrooms across the school using a cadre of best practices which produce high yield results. To focus on improving teacher pedagogy and practice, the school will conduct a book study of Doug Lemov's Teach Like a Champion. Beginning with the start of the 2015-2016 school year, the leadership team will adopt 2-3 strategies each year with the initial "quick win" strategies being chosen by the leadership team for use in all classrooms at each grade level. Teachers will embed the use of these strategies into their daily instruction. For 2015-2016, these strategies will include, Check for Understanding, Tight Transitions, and SLANT: Sit Up, Listen, Ask and Answer Questions, Nod Your Head, and Track the Teacher. Training will occur during professional development time. Observations will be conducted by administration during walks which focus solely on collecting data around the use of these strategies. Use of some of these strategies will be embedded within lesson plans which will be collected and reviewed by administration. During the 2016-2017 and 2017-2018 school years, the leadership team will evaluate the needs of the building with input from administration to choose subsequent strategies based on the greatest needs.

Currently, a team of teachers is exploring several options for the adoption of a new math series and hands-on science kits. Following the purchase of both programs, professional development will be provided for teachers to become familiar with using the resources to deliver the intended curriculum. Professional development for the math series will begin during the 2015-2016 school year. Training on implementation of the hands-on science kits will begin during the 2016-2017 school year. The success of the training will be evaluated through lesson plan review and informal/formal walkthroughs conducted by the building principal. The impact of these programs will be measured by the analysis of achievement scores, including MEAP, NWEA, and common assessments.

The very essence of the entire professional development program is job embedded. These concepts will be used by teachers daily and when implemented with fidelity will raise student achievement. Teachers needing additional support will be provided with peer coaching

and/or instructional coaching. Teacher feedback on professional development will be received through surveys after each session in order to allow improvements to be made to the format.

In addition to administrative oversight, and feedback from building and ISD instructional coaches, each grade level PLC will analyze and utilize summative and formative assessment data to monitor the impact of the professional development on student achievement. Changes to the professional development plan will be made whenever needed, based on the results of this data. The building leadership team will maintain professional development as a standing agenda item at its bi-monthly meetings and will make changes as needed. The building principal will monitor the entire process for fidelity of implementation.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

#### Requirement 5a

Recruitment and assignment of teachers are based on student needs. Redford Union Schools, including Beech Elementary, has seen considerable change in student demographics over the past ten years. Beech was created by combining two elementary schools that consolidated with the loss of student enrollment. Currently, 78% of Beech Elementary students are considered at-risk. Approximately 50% come from diverse backgrounds. An analysis of our demographic data indicates that the population at Beech has become increasingly more diverse and transient. As new students enter the district, data indicates they often lack the necessary academic and social skills to be successful, and also do not feel a personal or social connection with the school.

To meet the needs of our student population, the district is committed to recruiting and assigning teachers to Beech who possess specific skill sets for working with our population. Teaching positions are reevaluated on an annual basis to ensure optimum results. Redford Union Schools has adopted a results based evaluation system which determines teacher placement and no longer relies on seniority or tenure as determinants. The district recruits, hires and retains a diverse and qualified staff. The primary attributes considered in the hiring and placement process for Beech Elementary teachers include: extensive knowledge of content areas, demonstrated use of effective research-based and developmentally appropriate instructional practices and possessing a strong understanding of a diverse population, including students in poverty. Additionally, the district is committed to a recruitment process which promotes diversity in its staff as reflected by the student population and its needs. In order to achieve these goals, the district will actively recruit qualified candidates to meet the needs of all our student population.

Student needs dictate the necessity of providing teachers who have the ability to accelerate learning and establish strong relationships with students and their parents/guardians. Multiple forms of data are considered when determining student class assignments such as class size, teacher and student strengths and weaknesses, and the dynamics of the classroom. Teachers are assigned to specific teaching schedules by the building principal based on student needs.

#### Requirement 5b

District strategies for retaining teachers at this school include a competitive salary and benefits package and providing stipends for teacher professional development and collaboration as outlined in the reform plan. The district recognizes and values the hard work and dedication

of its staff. Opportunities exist for the development of leadership skills and for professional learning. The district supports the efforts of Beech in their strategies to retain teachers through developing a positive climate and providing incentives.

Just as students' successes are celebrated each day, Beech Elementary has developed a culture that holds professional growth and accomplishment with high regard. Particularly with a smaller staff, it is imperative that all staff members feel celebrated and appreciated. Placing an emphasis on staff recognition, through the acknowledgement and celebration of both professional and personal accomplishments, Beech Elementary will continue to build staff camaraderie and foster a positive culture. The school district will support the principal in providing teachers with increased opportunities for promotion and career growth.

The principal is responsible for fostering an environment where teachers can thrive. The school culture and climate committee works with the school principal to maintain a culture where teachers want to teach and remain at Beech Elementary. Staff perception surveys began in the 2013-2014 school year, and will be continuing each year thereafter to assess staff satisfaction and attitudes on numerous key performance indicators in the school. This survey will help provide valuable information which will be used to adjust practices in the building and better meet staff needs, thus ensuring a positive, healthy school culture.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

### Requirement 6A

Multiple data sources were used to understand the priority school designation for Beech Elementary. A team of teachers reviewed and analyzed achievement, demographic, process and perception data. A review of the Michigan Educational Assessment Program (MEAP), Northwest Evaluation Association (NWEA) Measures of Academic Progress, and Developmental Reading Association (DRA) data was conducted and disaggregated by subject, grade level and subgroups. As part of this analysis, data was broken down for specific subgroups by ethnicity, gender, free/reduced lunch eligibility and special education. A review of this data indicated a need for significant improvement in all core academic subject areas for all students. An in depth review of MEAP data showed that an achievement gap of 10-40% exists across all subject areas and grade levels when disaggregated by ethnicity. Additionally, there is a 30% gap in reading and an 8% gap in mathematics for Special Education students. An analysis of NWEA and DRA scores further confirms the achievement gap between Special Education and General Education students and among students based on ethnicity. Although large gaps exist within the aforementioned groups, performance data for all students is far below state averages leading to our identification as a priority school.

In addition to achievement data, the team also reviewed discipline data for the 2013-2014 school year. On average, 86 students per month were referred to the office for disciplinary intervention. In addition, 108 individual students, or 15% of the schools population were issued out of school suspensions at least once during the year, with 68% of these students being African American. With African American students comprising 47% of the schools population, the large percentage of suspensions and low achievement rate confirmed our belief that strategies to improve climate and culture are an essential component of our turnaround efforts. In addition, the team also concluded that professional development is needed to focus on strategies and skills which assist teachers in promoting cultural sensitivity thus enabling them to better meet the needs of our students. (See 6b)

During our data conversations the team also sought to identify and prioritize the underlying causes of low student performance. After careful analysis, the team concluded that several key factors have led to achievement declines. For many years, a lack of alignment existed between the district curriculum and the state standards in all core content areas. The same holds true as a transition to the common core is made. Currently, a lack of continuity and uniformity exists in the area of delivered curriculum, classroom instruction and assessment practices within and across grade levels. Due to limited professional development time (5 days per year) and no professional collaboration time for teachers prior to this year (one 60 minute staff meeting per month), programs, initiatives and strategies within and across grade levels have not been implemented consistently or with fidelity. In addition, a lack of resources exists to carry-out instructional initiatives. As

SY 2014-2015

the team sought to identify root causes for the large achievement gaps, it became clear that the inconsistent quality of Tier I instruction was largely to blame.

Finally, the team identified deficiencies in the way data is utilized to monitor student progress and inform instructional decision making. Currently, multiple data sources are collected, however a systematic process for reviewing the data and making instructional decisions based on data is not in place. Following our comprehensive analysis, the team selected improving the overall quality of instruction and building a climate and culture which promotes student success as the two big ideas to lead our turnaround efforts. The team then engaged in numerous brainstorming sessions to discuss and evaluate research based best practices. This dialogue was then used as a foundation for developing our overall instructional program (as outlined in 6b). As this process unfolded, several focus areas emerged which will lead our improvement efforts; 1) developing effective professional learning communities based on four guiding questions (DuFour and DuFour), 2) improving the quality of tier 1 instruction through a successful, consistent and systematic use of school wide instructional initiatives and/or strategies, 3) responding successfully to cultural equity issues to address achievement gaps, and 4) building a successful climate and culture that promotes student growth and success.

#### Requirement 6B

As the team began to develop the overall instructional program, careful consideration was given to ensure that the program, when implemented, would address the needs identified as our result of our data analysis and align with and be reflective of our big ideas. The team utilized research-based best practices to design an instructional program aligned to career and college readiness standards. In addition, the program has been designed with the needs of all learners in mind and thus, will be implemented in all classrooms throughout the school with fidelity.

To ensure that the instructional program is implemented as designed, the administrative team has created a master instructional schedule to be implemented fully at the beginning of the 2015-2016 school year. The schedule mandates at least 120 minutes of dedicated time for language arts instruction, 90 minutes for math, 40 minutes for science and 40 minutes for social studies every day in all classrooms. Previously, teachers have had flexibility to design classroom instructional schedules which resulted in a lack of consistency and fidelity for core content instruction.

#### English Language Arts

As the team designed the overall ELA instructional program, the Making Meaning and Being a Writer programs were selected to address low reading comprehension and writing skills. Both programs have been purchased with initial training and implementation completed during the 2014-2015 school year. Making Meaning is a reading program that focuses on student comprehension using a shared read-aloud. Students learn to collaborate, to agree and disagree respectfully, and take responsibility for their own learning. Non-fiction and fiction read-aloud trade books support the teaching of 9 different comprehension strategies and develop students thinking and understanding of increasingly complex texts. Research cited in the National Reading Panel Report (2000) shows evidence that explicit comprehension instruction improves students understanding of texts. Improving students reading comprehension will also improve achievement in cross-curricular content areas. Being a Writer follows the same format as Making Meaning utilizing a writer's workshop approach. Teachers use mentor texts to guide students in developing the craft of writing. All teachers in every grade will be expected to implement both programs with fidelity. Appropriate and ongoing training will be provided throughout the life of the plan, based on teacher and instructional coach feedback and principal evaluation to ensure that teachers have the skills and knowledge necessary to implement the programs as intended. Formative and summative assessment data along with student artifacts will be analyzed and used on an ongoing basis to monitor success of each program.

To further address the needs of individual learners and address achievement gaps, a guided reading program will be implemented in every classroom during the 2015-2016 school year. Teachers will provide daily small group differentiated instruction to improve fluency, comprehension, decoding and vocabulary development based on individual student needs. Research by Biancarosa, Bryk, and Dexter

(2008) showed an increase in the average rate of student learning by 16% in the first year, 28% in the second year, and 32% in the third year when teachers used the guided reading model successfully. In our delivery model, students will be placed in like ability groups based on the use of the Developmental Reading Assessment (DRA). The DRA will be administered to students in grades 2 and 3 four times each year (September, December, March and May). The DRA will be administered to students in grades 4 and 5 two times each year (October and May) unless the student is performing below grade level. In this case, an additional assessment will be given mid-year (January). In addition to the formalized DRA assessment, teachers will administer running records on a monthly basis (non-DRA months) for each student to monitor progress and adjust student groupings.

To facilitate the comprehensive school wide guided reading program described above, a leveled book room will be purchased for the 2015-2016 school year to provide adequate materials and resources to ensure the program is effective. Initial training will be provided during the fall of 2015 to ensure that teachers are familiar with how to use the bookroom. In addition, teachers will receive additional support on administering and scoring DRA's to develop consistency and a shared language and understanding of how to utilize the assessment results to plan instruction. The implementation of the guided reading program will be monitored by the building data coach (see requirement #7), literacy coach and principal with additional training and support provided throughout the life of the plan to ensure implementation occurs consistently and with fidelity in all classrooms throughout the school.

As the program is implemented, ongoing assessment results (DRA/running records, NWEA) will be utilized to identify students in need of Tier II and III intervention support. This support will be provided to the lowest performing 15% of Beech's student population in small group push in/pull out format and will be in addition to the regular classroom instruction. Services are provided by two Title I Intervention Teachers and several Title 1 assistants who are supervised by the two certified teachers. Prior to working with students, assistants received a month of specialized training in the intervention programs. Beginning the 2014-2015 school year, a half day per week is set aside for ongoing professional development and dialogue around data and instructional practices to ensure that the quality of instruction continues to make a difference in achievement. Instructional reading groups are fluid and change throughout each semester based on on-going assessments and the school-wide assessment schedule. Effectiveness is monitored by classroom teachers as part of the PLC process to ensure that students are making appropriate gains. In addition, the Title I Intervention teachers will monitor student progress through frequent data meetings and communication with individuals providing the Title I support. Students who are not making appropriate gains enter the Tier 3 system. Approximately 3% of the student population receives Tier 3 services. These students work directly with the 2 Title I Intervention Teachers. Students move between Tier 2 and Tier 3 instruction as appropriate based on assessments. If students do not make significant gains after Tier 3 intervention services, and Special Education referral is considered.

#### Mathematics

In order to assure that math instruction is aligned with career and college readiness standards, mathematics pacing guides and common assessments were developed by teams of teachers during the summer of 2014. The pacing guides and common assessments are being utilized during the current school year in all classrooms, at all grade levels, however, structured conversations around implementation have not yet begun due to a lack of consistent PLC time this school year. As a new common planning schedule is implemented during the 2015-2016 school year (see requirement #4), this process will be an expected outcome of the PLC work at each grade level.

As a result of our data analysis, the team felt that our current mathematics series was no longer meeting the needs of our students. To address this, a team of teachers has been selected and is currently working with math consultants from Wayne RESA to research new curriculum resources in Math. Once the process is completed, the team will recommend a program which will be purchased during the Spring of 2015. Initial training on the new textbook/materials is planned for August, 2015 with full implementation planned for the 2015-2016 school year. As the team completes its research, careful consideration is underway to ensure that the program selected aligns with the common core and contains components which will provide opportunities for differentiation, intervention for students struggling to meet the standards, while meeting the needs of learners who are at grade level and above. Students not making adequate progress will be selected



for Title I Math intervention based on NWEA results and common math assessments. As articulated above, small groups will be formed with support provided by Title I Interventionists and Title I assistants. Progress monitoring will be done on an ongoing basis to ensure that the groups remain fluid and that students who need the services most receive the support they need.

Following the selection and purchase, initial training will be provided along with appropriate follow up as needed to ensure that teachers implement the program with consistency and fidelity across all grade levels. Further work to align the aforementioned pacing guides and common assessments with the new math program will begin during the 2015-2016 school year to ensure cohesiveness and alignment. To ensure that the quality of Tier I instruction improves and that the math curriculum is implemented with fidelity, the district will hire a mathematics instructional coach to support teachers in the area of curriculum implementation, development of quality instructional strategies and use of rigorous math assessments in each classroom.

#### Science

As a result of our data analysis in Science, we determined that our current science text did not provide adequate resources and support in the areas our students needed most. The team identified the need to adopt an inquiry based model of instruction to align with the Next Generation Science Standards. Currently the team is researching the Battle Creek Science Kits which have been developed to engage students in hands on inquiry-based learning activities while increasing their understanding and knowledge of science concepts. According to research (Newmann, 1995), students are found to have significantly higher achievement on challenging tasks when taught with inquiry based teaching. At the time of this writing, vendors are being vetted with the expectation that the kits will be purchased prior to the 2015-2016 school year. During this year, teachers will begin to integrate the kits into their science instruction. To facilitate implementation of the kits into the science curriculum, pacing guides and common assessments will be developed by a team of teachers during the summer of 2016, following the same process utilized to develop math guides and assessments the previous year. The pacing guides and assessments will guide instruction for the 2016-2017 school year. As teachers fully implement the hands-on kits during the 2016-2017 school year, ongoing dialogue and discussion will be built into the PLC process to allow adjustments to be made as needed to the pacing guides and assessments. Appropriate training (see requirement #4) and follow up will be provided to ensure that teachers implement the program with consistency and fidelity across all grade levels.

In order to facilitate a cohesive and consistent curriculum in all four content areas, a committee of teachers will assemble to begin the development of pacing guides and common assessments in social studies and language arts beginning with Language Arts the summer of 2015. Social Studies development will occur during the summer of 2017. The expectation is that every teacher in every classroom will utilize and implement these pacing guides and assessments.

As the reform team conducted our comprehensive look at data, the team concluded that in addition to the instructional programs and resources detailed above, there was a need to focus on the quality of Tier 1 instruction in all classrooms across the school using a cadre of best practices which produce high yield results. To improve teacher pedagogy and practice, the staff will participate in a book study of Doug Lemov's Teach Like a Champion. The leadership team will adopt several strategies each year to focus on and continue this throughout the life of the plan. For the 2015-2016 school year, the team selected 3 "quick win" strategies which when implemented fully in all classrooms throughout the school will increase the quality of the instruction being delivered. Once adopted, it is the expectation that all teachers will embed the use of the strategies into their daily instruction. For the 2015-2016 school year the strategies include: Check for Understanding, Tight Transitions and SLANT: Sit Up, Listen, Ask and Answer Questions, Nod Your Head, and Track the Teacher. Training will occur during professional development sessions. Observations will be conducted by administration and by teams of teachers during peer walks which focus solely on collecting data around the use of these strategies. Use of the strategies will be embedded within lesson plans which will be collected and reviewed by administration. During the 2016-2017 and 2017-2018 school years, the leadership team will evaluate the needs of the building by looking at data and will then solicit input from administration and from teachers to make decisions about which strategies will be chosen for subsequent years of the plan (2016-2017 and 2017-2018).

In addition to improving the quality of Tier I instruction for all students, the team also identified the need (as articulated earlier) to address large achievement gaps within the school. Throughout our extensive discussion it became clear that we need to better prepare the Beech staff for an increasingly diverse population of students. Moreover, staff has begun to ask for assistance in developing culturally responsive strategies to meet the needs of all learners in the school. In August, 2014 staff began professional development to study the work of Eric Jensen and the effects of poverty on the brain. This work will continue throughout the 2014-2015 school year with additional training and staff development. Additionally, the district will partner with the Michigan Department of Education and participate in the African American Young Men of Promise Initiative (AAYMPI), beginning in Fall, 2015. The focus of our work in this group will be to look at Equity and Excellence in our educational practices and develop teaching strategies in all areas of curriculum which address the needs of our students in a manner which respects cultural differences and learning styles. Consultants from MDE will support our work in this key area of our reform efforts.

The work with Eric Jensen and the AAYMPI is part of our larger goal of improving the climate and culture of our school. By focusing on teaching and learning strategies which directly address and meet the needs of our population, we will improve student engagement and decrease the discipline incidents throughout the school. As a final part of this overall plan, a cohort group has been formed to participate in the Creating a Healthy School Culture to Improve Academic Success series sponsored by RESA. The team feels that each of these initiatives will help teachers build a cadre of skills which enable them to make a difference for all students, regardless of socio-economic status or ethnicity. Improving our school climate and culture will be beneficial to all learners. Multiple studies by Brucato, Melton-Shutt, and Cunningham (1996) support the notion that the degree to which a school has a healthy school culture directly correlates to the degree to which students achieve academically.

Although the overall instructional plan is aggressive in scope and size, the team is confident that the activities, strategies, initiatives and subsequent training outlined in our plan is achievable and will lead to increased student outcomes. The successful implementation of the reform plan will be monitored by the principal through a review of lesson plans, walkthroughs and the evaluation process. In addition, the instructional leadership team will meet twice a month during the life of the plan to analyze building wide achievement, process, demographic and perception data. The team will utilize results of the data to make adjustments in the instructional program and plan additional training and/or support as needed to ensure successful implementation. As ongoing training and support needs are identified, the building mathematics, language arts and data coaches, along with content coaches provided by Wayne RESA will collaborate and develop a plan for ensuring that teachers receive the support needed to increase student learning.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

#### Requirement 7a

After developing the instructional program, the team met to determine a plan for the regular and on-going school-wide use of data. The following assessments will be administered: The Michigan Educational Assessment Program (MEAP) will be administered annually in the spring. The Northwest Evaluation Association (NWEA) Measures of Academic Progress will be administered three times per year, September, January, and May. The Developmental Reading Assessment 2 (DRA 2) will be administered four times per year for grades 2-3

(September, December, March, and May), and in grade 4-5, two times per year (October and May). Unless the student is performing below grade level, then an additional assessment will be given in January. Additionally, informal running records will be administered on a monthly student during non-DRA months. Grade level common assessments will be given in all core content areas by the 2017-2018 school year.

Beginning with the 2014-2015 school year, achievement data (MEAP, NWEA and DRA) will be collected and entered into Illuminate, a new data warehouse managed by the Wayne RESA. This new system will allow teachers to access data and will provide tools for data analysis. Additionally, a parent data wall featuring school-wide MEAP, NWEA, and DRA data will be created during the 2014-2015 year. This wall, located in an area easily accessible by parents and visitors to the school, will include a brief explanation of each test and be broken down by grade level and content area. From this data display, which will be updated throughout the year, parents can see building trends in student achievement. In addition to the public data wall, a wall for teachers will be created to track NWEA and DRA data. This wall, which will be located in a common area which is easily accessible by all staff will provide an 'at-a-glance' look of students who fall above, on or below grade level. In addition, a key and confidential color coded system will be added to indicate adequate growth and need for additional intervention along with any special designations specific to individual students.

Using the DuFour PLC approach, teachers will engage in weekly collaborative common planning meetings beginning with the 2015-2016 school year to address four key questions: 1) What is it we expect our students to learn? 2) How will we know when they have learned it? 3) How will we respond when some students do not learn? 4) How will we respond when some students already know it?

In conjunction with using the DuFour PLC model as a guide for developing effective PLC's, teachers will also incorporate the use of the Instructional Learning Cycle (ILC) process into their PLC work. Beginning with the 2015-2016 school year, the Beech Elementary staff will meet in grade level teams to identify an instructional need based on current data which aligns with an upcoming target or curriculum focus. Following the development and administration of a pre-assessment, teachers will meet in grade level teams to discuss the results of the pre-assessment and develop a list of strategies which focus on the needs of students at or above proficiency, close to proficiency and far from proficiency based on the results of the assessment. Following their collaborative work to develop strategies, teachers will return to classrooms to implement the agreed upon strategies, communicating along the way with their colleagues to ensure fidelity of implementation. Following the instructional period (usually 1-3 weeks), teachers will administer a post-assessment, and meet to analyze results and plan next steps. The ILC process will be piloted with one teacher team during the 2014-2015 school year and will be expanded throughout the school for grade level teams during the 2015-2016 school year and beyond.

Through a structured and systematic process, (DuFour PLC's at work and the Instructional Learning Cycle process) the staff will ensure that the PLC time is utilized effectively to analyze data and student work, develop instructional strategies collaboratively, and design rigorous aligned assessments. By 2015-2016 90 minutes will be dedicated for this work each week at every grade level.

To address the needs of students not making adequate progress in reading and math, a tiered intervention system is in place. Students who are performing significantly below grade level and are not meeting their adequate growth projections as determined by DRA, NWEA and math common assessments will be provided with additional support services. Groups are fluid and change throughout the year based on the results of on-going assessments. Effectiveness of the support is monitored by classroom teachers as part of the PLC process to ensure that students are making appropriate gains. In addition, the Title I Intervention teachers will monitor student progress through frequent data meetings and communication with individuals providing the Title I support. Students who do not respond successfully to Tier II support will enter the Tier 3 system.

Communicating with parents is also an important component of a successful data program. Feedback from parents indicated that they would like increased communication from teachers regarding student achievement. During the 2014-2015 school year, teachers will receive training in interpreting and explaining NWEA and DRA scores to parents in ways they can easily understand. In 2014, teachers will

communicate this information with parents twice a year at conference time. Starting in 2015-2016, this information will be communicated after each test cycle (3 times per year). The information will be shared with parents either at conferences and or as a written progress report.

As our team worked on our data initiatives, we felt the need to include students as active participants in the data conversation regarding their own achievement data. The use of data notebooks, where students set goals and monitor their own progress are a powerful tool for helping students take ownership for their own learning. Although some teachers utilize data notebooks currently, a consistent process is not in place which defines and systemizes the work. Going forward, the expectation is that all teachers will begin to implement the use of data folders/notebooks in each classroom during the 2014-2015 school year. Teachers will collaborate in grade level teams and develop a shared expectation of what is acceptable and appropriate based on the age of the students. Overall, the school-wide expectation is that each student in the school will have a notebook/folder for housing data and that the students themselves will be responsible for recording and charting their own data.

To monitor and ensure fidelity in terms of our data goals, a data and assessment coach will be hired to facilitate this work. The data and assessment coach will collect and organize all building wide achievement data and work side by side with teachers as they analyze, understand and then utilize the data to make future instructional decisions. To further equip the staff with the skills necessary to utilize the data effectively, additional training will be provided by the data coach for staff in how best to utilize NWEA data to inform instruction. This training will take place during the 2015-2016 school year and will continue throughout the life of the plan based on identified needs of the staff.

The success of the overall instructional program will be based on the outcome of future achievement scores. The data process is essential in monitoring the progress of every child in the school. By putting names and faces on the data and keeping data at the forefront of all discussions in the school, the leadership team is confident that we will successfully meet the needs of all learners. The building principal and PLC teams will be responsible for ensuring implementation of our school-wide data program. Each PLC team will have a teacher leader who will meet with the building administrator, instructional and data coaches on a regular basis to discuss implementation of the program. The overall process will be monitored through walkthroughs, a review of lesson plans and through review of PLC team meeting notes which will be submitted monthly. Overall program outcomes will be measured by increased student achievement on all data sources. Data will be analyzed quarterly by the data coach and Guiding Council members to monitor and assess the success of the instructional programming.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

### Requirement 8a

The priority school leadership team began by conducting an audit of how Beech Elementary used instructional time. The team came to the realization that there were several periods during the day where instructional minutes were being underutilized. This led to the restructuring of the school day to make the optimal use of time.

To begin with, Beech Elementary offers a free breakfast to all students through a grant program. In the past, instruction often did not begin until 9:30 as late arriving students were allowed the opportunity to eat breakfast. With changes made to the organizational structure, breakfast is no longer served past 9:10 as classroom instruction begins at that time. This has allowed an increase of 20 instructional minutes. Additional afternoon recess times have been eliminated which has added 15 instructional minutes to the day. In addition, instructional time continues until 3:50, where in the past, afternoon wrap up began at 3:30.

Beginning with the 2015-2016 school year, teacher preparation time will be reduced from 50 minute blocks to 40 minute blocks, creating a 10 minute daily increase in instructional time. Also during the 2015-2016 school year, the school day will be extended by 15 minutes. Between the increase of the school day and the decrease in non-instructional minutes, each school day will see an increase of 80 minutes daily during the 2015-2016 school year. This equates to over 6.5 weeks of school. This additional amount of quality instructional time will lead to an increase in student achievement.

This increase in time will be used to extend the current 90 minute English Language Arts block to 120 minutes. The science and social studies periods will each increase by 10 per day for a total of 50 minutes for each subject area. Math instruction will remain at 90 minutes per day. Finally, 30 minutes of What I Need (WIN) time will be allocated for each classroom in every grade level. This time will be used for enrichment and intervention activities.

### Requirement 8b

The restructuring and increase of the school day as defined in 8a allows for the creation of WIN time for all students across all grade levels.

This time period will be utilized to allow students to participate in intervention or enrichment activities depending on the students' individual  
SY 2014-2015

needs. Enrichment activities may include writing and researching a school newspaper, participating in readers' theater, book buddies, book reviews, creative writing, art projects, music activities, and computer programs. During this time, those students who are in need of intervention services will be provided with them.

Through the structure of WIN time, classroom teachers, specials teachers, and title 1 assistants will all work together to provide the enrichment and intervention services. This will allow students to work in smaller groups with more adult support that they would not otherwise receive, thereby allowing for increased student achievement.

#### Requirement 8c

Beginning with the 2014-2015 school year, collegial planning time increased to allow grade level teams to meet once per week for 45 minutes. Prior to this, there was no defined time for professional collaboration. Starting with the 2015-2016 school year, this time will increase to 100 minutes per week. Grade level teams will meet once a week during school time for a 40 minute PLC time. They will also meet once a week for 60 minutes of PLC time outside of school hours.

Prior to the implementation of the reform and redesign plan, professional development for Beech teachers was limited to 5 district professional development days, randomly occurring throughout the school year. Beginning with the 2015-2016 school year and continuing throughout the life of the plan, professional development opportunities will be increased by 180 minutes per month. This will be structured into two 90 minute meetings outside of school during months that there is no district-wide professional development. During months where there is a professional development day scheduled (i.e. Voting Day), only one additional 90 minute professional development session will be held. This increase in professional development and professional collaboration will lead to increased student achievement as the quality of classroom instruction improves.

#### **Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

#### Requirement 9a

In the past there various opportunities existed for parents to participate in school activities during and after the school day. Activities included such events as Meet and Greet which was held prior to the school year starting, a community fair, parent-teacher conferences, fifth grade end-of-year recognition ceremony and fifth grade camp, 2nd grade V.I.P. Day, field trips, 3rd grade wax museum, field day, and Jump Rope for Heart. In addition to these events, parenting education classes, facilitated by the Behavior Interventionist were held after school with little success. When Beech Elementary opened in 2011, following a merger of two district elementary schools, a lack of interest and commitment prevented a parent-teacher organization from being formed.

During the 2012-2013 school year, the Watch D.O.G.S. (Dads of Great Students) program began. In this program, male parent/guardian volunteers participate in activities such as playing math and literacy games with small groups of students, monitoring hallways and the lunchroom, and reading with individual students. This has proven to be a very popular program with support increasing each year. 27 dads have already signed up for the 2014-2015 school year. Students enjoy having their dads in the school setting and the fathers enjoy it as well. Many dads will volunteer multiple times over the course of the year.

As the reform team analyzed data and conducted our dialogue, it became clear that a lack of parental involvement was part of a larger issue which needed to be addressed in our reform and redesign efforts. Over the past 5-7 years, the demographics of the community and school

have changed. As the population of the school has become increasingly diverse, the school has not adequately employed strategies which ensure equity and excellence for all students, and in doing so, has created a culture whereby some parents have not felt comfortable or welcome in the school.

Based on an overwhelming achievement gap among African American and Hispanic students, a large percentage of discipline issues involving these students and a sizable number of students choosing to leave Beech for a charter school located next door, the team conducted a deep self-reflection which resulted in the addition of climate and culture as a big idea for our reform efforts.

In developing our reform initiatives in this area, the team strived to develop programs/activities and initiatives which will serve a dual purpose. The first is to engage parents of all students in their child's education by offering multiple opportunities to become engaged in the school and in their child's learning. The second, deals with developing strategies through systematic training to ensure that a mono-cultural staff is equipped with the knowledge and skills to meet the needs of a diverse population.

What follows is a collection of initiatives, programs and ideas meant to intentionally address the dual needs outlined above. The first such initiative will be the development of a parent resource room. The parent resource room will be a centrally located room in the building where parents will be welcomed to sit and talk with one another, hold formal and/or informal meetings, use the internet to develop resumes, job search and/or explore educational and community websites and/or resources. A parent data wall will be housed here as well. During parent-teacher conferences, teachers will engage parents in conversation regarding student progress and goal setting around their child's achievement data. The data wall will help to support these conversations by visually displaying yearly achievement growth by grade level and across the building. The Behavior Intervention Coordinator will use this setting as an opportunity to offer parent education workshops in an informal environment where parents will feel comfortable and welcome. This room will be completed by the 2015-2016 school year.

At the beginning of the 2014-2015 school year, shortly after being notified of our priority school status, we reached out to our parent population to reignite interest in running a parent club that would give parents a voice and an opportunity to be actively engaged at Beech Elementary. The first meeting was held in September, 2014 and 10 parents attended. Monthly meetings are scheduled to continue throughout the year. Opportunities will be given throughout the year for teachers to engage with parents at these meetings. Parent perception surveys will be distributed twice a year to all families to help gauge families' interests and needs. In addition, parent focus groups will be held for the purpose of receiving input on our programs and initiatives. Changes may be made, based on the feedback received, to ensure that we are meeting the needs of our students and their families.

A second major initiative will begin with the implementation of positive recognition student assemblies. These assemblies, which will take place starting in the 2014-2015 school year will be held weekly by grade level, with each grade attending one assembly per month. Parents will be welcome and encouraged to attend. They will be notified by the district automated phone system. Students will be recognized for academic achievement, academic growth, and social and emotional achievements such as improved behavior, consistently following expectations, demonstrating positive character traits. Additional activities to support an increase in parent involvement include holding Muffins with Moms and Donuts with Dads, which will allow students to share in school experience with mom or dad and literacy and math game nights for the whole family.

#### Requirement 9b

Several community agencies currently partner with Beech Elementary, including the Redford Parks and Recreation Department, Redford Township Library, and Zeal Credit Union. One new initiative for the 2014-2015 school year to engage community partners is the Beech Elementary School Male Mentoring Program - Panther Males Striving for Excellence. This 8-week program targets at-risk 4th and 5th grade boys and is being coordinated by the Beech Elementary Dean of Students. A Community Resource Extravaganza is scheduled for December, 2014. This district wide event will feature parent education workshops, a mini college fair, craft makers and vendors, and several

Wayne County mental health and community help agencies. A Kids Zone will provide supervision for children so parents can easily participate.

In addition to these agencies, Beech Elementary and the Redford Union School District will partner with the Michigan Department of Education to participate in the African American Young Men of Promise Initiative (AAYMPI) beginning in the 2015-2016 school year. The purpose of the initiative is to provide and support the staff at Beech with the development and implementation of instructional strategies, which when implemented successfully, will help close the achievement gap of the schools' African American males.

The responsible persons for implementation of the parent and community involvement components of the plan include the Principal, Behavior Intervention Coordinator, Dean of Students and Beech Leadership Team.



## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

### Requirement 10a

Through the use of site-based budgeting, the district commits to provide the administrator and school improvement team at Beech Elementary with autonomy and flexibility for all Title I expenditures and general fund budgets, within federal and state regulations. This will enable a more effective implementation of the reform plan and allow Beech to better meet the needs of students, parents and teachers.

In addition to flexibility in budget, the district commits to providing full operational flexibility to the principal and/or school improvement team for staffing, use of time (schedule, calendar), and developing professional learning opportunities for the school staff. The Redford Union Education Association has signed a memo of understanding recognizing the operational flexibility and supporting the transformation plan at Beech.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

### Requirement 11a and 11b

The Central Office Liaison for Beech Elementary is Superintendent Ronald Stoneman. Superintendent Stoneman ensures that Beech Elementary staff is provided onsite assistance through technical training; as well as assistance with the facilitation of professional development contracts, and monitoring of Priority School set-asides funds. Additionally, he meets with the school leadership team on a regular basis and acts as the liaison between Beech Elementary and district departments (including Transportation, Purchasing, and Human Resources).

The Beech Elementary priority school leadership team, along with Superintendent Stoneman, has attended priority school informational and technical assistance sessions offered by the Michigan Department of Education, and Wayne RESA. The team met with various representatives assigned to work with the school, including Gloria Chapman (MDE); and Russell Robinson from Wayne County RESA. The district will support all of these activities by providing meeting time and space, substitutes as needed, and technical and administrative assistance. Quarterly reports will keep School Board members informed of Beech Elementary's progress and help ensure that needed

support and resources are made available.